**HVWP- PDS Book Study:** *Wondrous Words* by Katie Wood Ray

Notes: Session One, March 29, 2011

Facilitators: Dotty Feldman and Anita Merando

Recorder/Advisor: Mary Sawyer

Group: Jan, Susan, Debby, Nan, Judy, Lynn, Brian, Ruthie, Sue.

3:30 **Snacks/Social Time** (sign-up sheet for snacks )

3:45 **Opening/Introductions**

* Participant introductions (Name and teaching context)
* Present Book Study Group as a form of “homegrown staff development”
* Read & reflect on quote from Because Writing Matters:

*The path to change in the classroom core lies within and through teachers’ professional communities; learning communities which generate knowledge, craft new norms of practice, and sustain participants in their efforts to reflect, examine, experiment, and change. (p.57)*

*Comments:*

Nan: The enthusiasm that feeds us and that we then bring to our classroom community is the basis for what starts our students’ interest in comprehension.

Susan: Teachers are learners, and it needs to be safe to be a learner

Ruthie: Liked the part about studying authors’ craft and am interested in studying authors in this way

Dotty: This quote connects to the different strands of this HVWP-PDS Book Study: Reading text, Writing & Sharing, Inquiry & Examination of Student work, and Reflection

4:00 **Writing Prompt** (Write and Share in small groups and then as a whole)

What chapter, excerpt, or quote from the book “spoke to you” and why?

*Comments (please forgive me if I have the wrong names for the comments; I missed the introductions at the beginning of the session):*

Ruthie: p. 121-writerly things vs. readerly things. I am used to looking at things in a ***readerly*** way, not a ***writerly*** way.

Nan: Not **pointing** to the skill….but noticing things as a discussion. As exploration of writing, similar to our other explorations in the PDS curriculum

Debby: The end of *Stonefox*…how does it evoke so much emotion? Looking back and noting the craft.

Susan: Sometimes, I don’t want to read that way…

Sue: But it can be really nice to get immersed in an author….perhaps authors like Rylant, DiCamillo,

Jan: I am interested in Revision: And being able to come at it in a new way. The “envisioning”parts of the book interested me, on p. 60, 142. (Chapter 6)

Judy & Lynn: We were interested in “An Invitation to My Library” (Chapter 7)—

Debby: Wouldn’t it be good to create a “mentor text library” as part of this book study….

Sue: I have a professional book about that—*Mentoring Texts*. And I have some great mentor texts I can share.

4:20 **Group Discussion based on *Write and Share* time:**

Decide whether to read specific chapters together or read what individually strikes us as useful for our students. (consensus)

4:30  **Model Lesson/Book-Classroom Extensions & Explorations**

* Anita shares her exploration “using familiar text (*Where the Wild Things Are*) and no pictures” with mostly Kindergarten students. We heard digital recordings of students’ poems .
* Dotty shares her exploration with 6th grade performance poetry and we all had a first-hand experience for ourselves. Here was the process
* Choral Reading of familiar text
* Finding “wondrous words” in the text (15 words or less)
* Gathering of Voices: reading excerpts as one continuous voice in circle group

5:00 **Sharing Student Work** Examine cross-grade level examples of student work, in which students transform their “wondrous words” into performance poems

* Examing Dotty’s students’ poem. “Untitled”
* Dotty asks, “Did kids succeed in choosing “striking words” and making a group poem from them? (Discussion follows—we generally agreed that the students had been successful, even Justino’s line “They need rain...”)

5:15 **Ending**:

* We decided to meet on April 12 at 3:30 to give us more time to explore the book in our classrooms and so that people can go to Patti Stock’s Workshop in they wish. on April 5 (4:15-5:45 pm, Locust Grove)
* We decided to focus on Chapter 6 (Organized Inquiry—Teaching Students to Read Like Writers) for next time. Ruthie volunteered to bring explorations from her classroom, and Sue will also try to share something.
* We can also continue to explore chapter 4 (Reading Aloud) after being inspired by the explorations of Dotty and Anita in their classrooms.